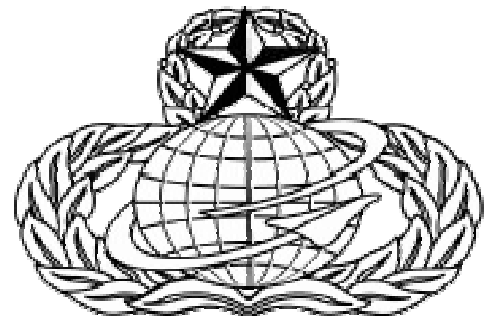
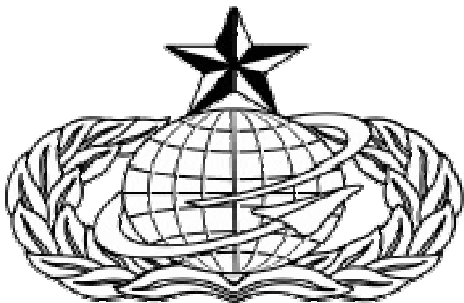
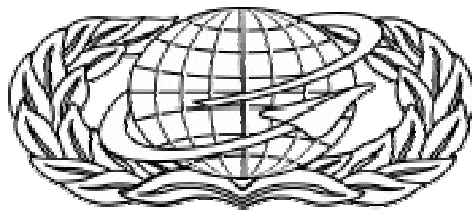


CFETP 3S1X1
Parts I and II
22 December 1999

AFSC 3S1X1

Military Equal Opportunity (MEO)



CAREER FIELD EDUCATION

AND TRAINING PLAN

DEPARTMENT OF THE AIR FORCE
Headquarters US Air Force
Washington, DC 20330-1030

CAREER FIELD EDUCATION AND TRAINING PLAN
MILITARY EQUAL OPPORTUNITY SPECIALTY
AFSC (3S1X1)

Table of Contents

Part I

PREFACE
ABBREVIATIONS/TERMS EXPLAINED
SECTION A, GENERAL INFORMATION
 Purpose of the CFETP
 Use of the CFETP
 Coordination and Approval of the CFETP
SECTION B, CAREER PROGRESSION AND INFORMATION
 Specialty Description
 Skill/Career Progression
 Apprentice Level (3)
 Journeyman Level (5)
 Craftsman Level (7)
 Superintendent Level (9)
 Training Decisions
 Career Field Path
SECTION C, SKILL LEVEL TRAINING REQUIREMENTS
 Purpose
 Specialty Qualification
 Apprentice Level (3)
 Journeyman Level (5)
 Craftsman Level (7)
 Superintendent Level (9)
 Community College of the Air Force
SECTION D, RESOURCE CONSTRAINTS

Part II

SECTION A, SPECIALTY TRAINING STANDARD
SECTION B, COURSE OBJECTIVE LIST
SECTION C, TRAINING COURSE OBJECTIVE

Supersedes: STS 3S1X1, 30 Jun 99
Certified: HQ USAF/DPDH (Mr Robert Cook)

OPR: HQ USAF/DPDH (Mr Robert Cook)
Number of Printed Pages: 41

MILITARY EQUAL OPPORTUNITY SPECIALTY
AFSC 3S1X1
CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training.

NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; they are used by supervisors to plan, manage, and ensure training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains the purpose and how everyone will use the plan; Section B identifies career field progression, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, training, and other); Section D indicates resource constraints. Some examples are funds, manpower, equipment, and facilities; Section E identifies transitional training guide requirements for SSgt through MSgt.

2.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS), which includes duties, tasks, technical references, wartime course, core task, and correspondence course requirements; Section B contains the course objective list and training standards supervisors will use to determine if airmen satisfied training requirements; Section C identifies available support materials. An example is a Qualification training package (QTPs which may be developed to support proficiency training). These packages are identified in AFIND8, *Numerical Index of Specialized Educational Training Publications*; Section D identifies a training course index supervisors can use to determine what resources are available. Included here are both mandatory and optional courses; Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Training (AT). Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list that describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Allocation Curves. The relation of hours of training in different training settings to the degree of proficiency, which can be, achieved on specified performance requirements.

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Career Training Guide (CTG). A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

Continuation Training. Additional training exceeding requirements with emphasis on present or future duty assignments.

Core Task. A task Air Force career field managers identify as a minimum qualification requirement within an Air Force specialty or duty position.

Course Objective List (COL). A publication, derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-/7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, Developing, Managing and Conducting Military Training Programs.

Exportable Training. Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

Field Technical Training (Type 4). Special or regular on-site training conducted by a field training detachment (FTD) or by a mobile training team.

Instructional System Development (ISD). A deliberate and orderly, but flexible process for planning, developing, implementing, and managing instructional systems. It ensures personnel are taught in a cost efficient way the knowledge, skills, and attitudes essential for successful job performance.

Initial Skills Training. A formal resident course which results in award of the entry level.

Occupational Survey Report (OSR). A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

On-the-Job Training (OJT). Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Optimal Training. The ideal combination of training settings resulting in the highest levels of proficiency on specified performance requirements within the minimum time possible.

Qualification Training (QT). Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

Qualification Training Package (QTP). An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Skills Training. A formal course which results in the award of a skill level.

Specialty Training. A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in the award of a skill level.

Specialty Training Package and COMSEC Qualification Training Package. A composite of lesson plans, test material, instructions, policy, doctrine, and procedures necessary to conduct training. These packages are prepared by AETC, approved by National Security Agency (NSA), and administered by qualified communications security (COMSEC) maintenance personnel.

Specialty Training Standard (STS). An Air Force publication that describes skills and knowledge that an airman in a particular Air Force specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements the formal schools teaches for an Air Force specialty code.

Standard. An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Task Module (TM). A group of tasks performed within an Air Force specialty that are performed together and that require common knowledge, skills, and abilities. TMs are identified by an identification code and a statement.

Total Force. All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

Training Capacity. The capability of a training setting to provide training on specified requirements, based on the availability of resources.

Training Setting. The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study etc.).

Upgrade Training (UGT). Mandatory training which leads to attainment of higher level of proficiency.

Utilization and Training Pattern. A depiction of the training provided to and the jobs performed by personnel throughout their tenure within a career field or Air Force specialty. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

Utilization and Training Workshop (U&TW). A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

Section A - General Information

1. Purpose. This CFETP provides information necessary for Air Force Career Field Managers (AFCFM), MAJCOM functional managers (MFMs), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, some are:

- 1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.
- 1.2. Identifies task and knowledge training requirements for each skill level in the specialty and recommends education/training throughout each phase of an individual's career.
- 1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.
- 1.4. Identifies major resource constraints, which impact full implementation of the desired career field training process.

2. Uses. The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. AETC training personnel will develop/revise formal resident, non-resident, field and exportable training based on requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs compliment the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident

training, contract training, or exportable courses. MAJCOM-developed training to support this AFSC must be identified for inclusion into plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

3. Coordination and Approval. The AFCFM is the approval authority. MAJCOM representatives will identify and coordinate on the career field training requirements. DEOMI and CFM for this specialty will initiate an annual review of this document to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

Section B - Career Progression and Information

4. Specialty Description.

4.1. Specialty Summary. Performs, supervises and manages MEO and HRE programs and activities. Conducts administrative functions to support MEO programs. Related DoD Occupational Subgroup: 501.

4.2. Duties and Responsibilities:

4.2.1. Plans, organizes, and directs MEO and HRE activities. Promotes an environment where individuals are treated with dignity and worth regardless of race, color, religion, national origin, or sex. Provides advice, consultation, education, mediation, and referral services to enhance mission effectiveness. Coordinates with staff agencies to support MEO programs and policies.

4.2.2. Advises personnel on MEO responsibilities, policies, and programs. Provides information to those seeking assistance. Serves as an authoritative program data source for the installation commander. Uses interviews, surveys, and other techniques to provide information and guidance on preventing or eliminating conditions which negatively impact mission effectiveness.

4.2.3. Performs administrative functions including but not limited to preparing reports, analyzing program statistics and initiating/ maintaining case files. Clarifies MEO complaints. Identifies existing and potential equal opportunity and other human relations issues. Advises and assists commanders, supervisors, and personnel with possible solutions in resolving MEO concerns. Prepares news media articles and maintains historical data files. Prepares lesson plans and support material for human relations education. Conducts briefings, lectures, group discussions, and seminars to improve an organization's human relations climate. Evaluates education program activities, and coordinates scheduling of base human relations education. Provides mediation, coordinates and monitors the Affirmative Action program, and conducts unit climate assessment (UCA). Identifies and obtains support from base and civilian referral resources. Provides oversight on Special Interest Items as dictated by Higher Headquarters, i.e. Sexual Harassment, Dissident and Protest Activities. Determines resource requirements and manages annual MEO budgets.

4.2.4. Performs required MEO functions during contingencies, hostilities, or war. Assists commanders at all levels resolve conditions that impact combat operations and mission effectiveness. Emphasizes areas that potentially undermine the base's readiness posture/human relations environment, i.e., demonstrations, dissident and protest activities. MEO personnel will focus on identifying and preventing actual/potential complaints and incidents.

5. Skill/Career Progression. Adequate training and timely progression from the apprentice to the superintendent skill level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

5.1. Apprentice (3) Level.

5.1.1. Minimum rank of SSgt.

5.1.2. Attend the Defense Equal Opportunity Management Institute (DEOMI) Equal Opportunity Advisor Course.

5.1.3. Upon completion of technical school, individual should be able to perform and/or have knowledge of tasks identified in the Military Equal Opportunity (MEO) Specialty Training Standard (STS).

5.1.4. Supervisor will conduct an initial evaluation as soon as practical and establish an OJT plan.

5.1.5 Due to ongoing societal changes and additional mission requirements, supervisor/trainer may mandate additional training, when appropriate.

5.2. Journeyman (5) Level. N/A

5.3. Craftsman (7) Level.

5.3.1. Experience a minimum 12 months on-the-job training in order to be proficient in the 7-level core tasks identified by '*' and '**' in the MEO STS.

5.3.2. Accomplish assigned tasks by immediate supervisor(s) and be able to train others.

5.3.3 Complete appropriate Career Development Course (CDC) materials within time allocated by the supervisor.

5.3.4. Receive official certification on the Air Force approved MEO Mediation process, when available. (See Section D, Resource Constraints)

5.3.5. Due to ongoing societal changes and additional mission requirements, supervisors may mandate additional training, when appropriate.

5.4. Superintendent (9) Level.

5.4.1. Minimum rank of SMSgt.

5.4.2. Proficient in all areas listed in the MEO STS.

5.4.3. Ability to manage MEO and human relations education programs.

5.4.4. Award of CCAF or other Associate degree in Social Services is highly recommended.

5.4.5. Must be an in-resident or correspondence SNCOA graduate.

5.4.6. Due to ongoing societal changes and additional mission requirements, supervisors may mandate additional training, when appropriate.

5.4.7. Must have Commander's recommendation.

6. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Military Equal Opportunity career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training.

7. Career Field Path.

7.1. **Manpower Table.** Will provide at a later date.

7.2. Enlisted Career Path.

| Table.1 Military Equal Opportunity Enlisted Career Path | | | | |
|---|---|----------------|-----------------|---------------------------|
| Education and Training Requirements | GRADE REQUIREMENTS | | | |
| | Rank | Average Sew-On | Earliest Sew-On | High Year Of Tenure (HYT) |
| Apprentice Technical School (3-Skill Level) - Attend Defense Equal Opportunity Management Institute | SSgt | 7.5 years | 3 years | 20 years |
| Upgrade To Journeyman (5-Skill Level) - Not Applicable for lateral trainees | | | | |
| Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt - Minimum 12 months OJT - Complete appropriate CDC - - | SSgt | 7.5 years | 3 years | 20 years |
| | <u>Certifier</u> - Minimum SSgt with 7-Level (same experience level for civilians) - Attend formal Air Force Training Course - Be recommended by Supervisor and appointed in writing by Commander - Be certified on tasks - Be a person other than the trainer - Certify core and critical tasks | | | |
| Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt Selectee. - Resident graduation is a prerequisite for MSgt sew-on - ANG/AFRES: Correspondence or in residence | TSgt | 12.5 years | 5 years | 20 Years |
| | MSgt | 16 years | 8 years | 24 Years |
| USAF Senior NCO Academy (SNCOA) - All SMSgt or SMSgt Selectee must attend - Selected MSgts (E-7s) will attend in residence - Resident graduation is a prerequisite for CMSgt sew-on - - ANG/AFRC: Correspondence or in residence | SMSgt | 19.2 years | 11 years | 26 years |
| Upgrade To Superintendent (9-Skill Level) - Minimum rank of SMSgt - Must be Awarded CCAF Associates in Social Services - Complete SNCOA - Meet mandatory 9-skill level requirements in AFI 36-2108 | CMSgt | 21.5 years | 14 years | 30 years |

Section C - Skill Level Training Requirements

8. Purpose. Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B of this CFETP.

9. Specialty Qualification:

9.1. Apprentice Level Training:

9.1.1 **Knowledge.** Knowledge in the following areas is mandatory: principles, policies, and procedures for administering MEO programs; regulations and procedures of other government and civilian agencies administering and providing services to prevent and eliminate social problems; MEO education and instruction programs; interviewing and counseling techniques; and, preparing and maintaining personnel case files and records. Knowledge areas address individual, group, and organizational behavior, equal opportunity management skills; instructor skills; the study of discrimination based upon racial, sexual, religious, and ethnic differences on individual, institutional and cultural levels; the study of cultural, historical, and sociopsychological perspectives as well as contemporary status of American minority groups; equal opportunity programs and procedures of the military services; a practical application exercise; and, student physical fitness training.

9.1.2. **Education.** For entry into this specialty, completion of high school with courses in social science, psychology, sociology, human resources and behavior, organizational development, and speech is desirable. Completion of a CCAF or other associates degree program, or college level courses in English composition and grammar, speech, guidance, computer science, and sociology are highly recommended for entry into this AFS.

9.1.3. **Training.** Completion of Defense Equal Opportunity Management Institute (DEOMI) is mandatory for award of the 3-skill level AFS. Graduates of DEOMI receive nearly 500 academic hours of training in communications, individual and group behavior, studies of major ethnic groups, aspects of power and discrimination, equal opportunity (EO) staff advisor skills, and Service specific studies.

9.1.4. **Experience.** Initial skills training in the Military Equal Opportunity specialty consist of tasks and knowledge provided in the in-residence course provided at DEOMI. DEOMI uses a variety of educational techniques with an emphasis on participative methods. Training focuses on group dynamics, effective leadership, communicative skills, cultural factors, unit cohesion, staff advisor skills, and AF MEO program policies, philosophy, administrative procedures and wartime roles.

9.1.5. **Other.** Must have prior qualifications in any AFS at the 5-skill level or higher; grade of SSgt or higher; ability to speak distinctly and communicate well with others; no record of disciplinary action or financial irresponsibility including any prior Equal Opportunity and Treatment violations; meets or exceeds AF Standards with outstanding appearance, ethical behavior, and exceptional military bearing and conduct; no previous record of having failed to graduate from a formal MEO training course; meets physical profile of PULHES 3,3,3,3,3,1; and, has an overall evaluation of a "4" or "5" on last five EPRs. Additional training requirements deemed necessary by supervisor(s).

9.1.6. Training Sources and Resources. Completion of Defense Equal Opportunity Management Institute (DEOMI) Course (L5ALO3S131-000) at Patrick AFB FL satisfies the knowledge and training requirements specified above for award of the 3-skill level.

9.1.7. Implementation. Entry into training is accomplished by approved retraining from any AFSC at the 5-skill level or higher (or 3-skill level, if no 5-skill level exists); be a SSgt or higher; be interviewed and recommended by the Chief, MEO; complete a minimum 20 duty day observation period in the Military Equal Opportunity Office; and, have the Installation Commander's approval.

9.2. Journeyman Level Training: N/A

9.3. Craftsman Level Training:

9.3.1. Knowledge.

9.3.1.1. Upon completion of CDCs and OJT, the individual will have a working knowledge of the principles, policies, and procedures for administering MEO programs and knowledge of the regulations and procedures of related government and civilian agencies. The individual will be able to supervise and perform in the following areas: MEO education and training; interviewing and counseling, and preparing/maintaining records. Knowledge areas address individual, group, and organizational behavior; equal opportunity management skills; instructor skills; the study of discrimination based upon racial, sexual, religious, and ethnic differences on individual, institutional and cultural levels; the study of cultural, historical, and sociopsychological perspectives as well as contemporary status of diverse groups; equal opportunity programs and procedures of the military Services; and, student physical fitness training.

9.3.2. Education. Completion of a CCAF or other associates degree program, or college level courses in English composition and grammar, speech, guidance and counseling, computer systems, human relations, consultation, sociology and psychology are highly recommended. Additional courses in leadership and human resource management are desirable. To assume the grade of MSgt the individual must be a graduate of the NCO Academy in-residence and ANG/AFRC personnel must complete ECI Course 0006 (which satisfies the NCO Academy requirement).

9.3.3. Training. Successful completion of the MEO 7-level CDCs. Qualification consists of completing STS task knowledge (single asterisk (*)) and subject knowledge (double asterisk (**)). Wartime and contingency training requirements are identified on the STS as '***'.

9.3.5. Experience. Qualification in and possession of AFSC 3S131. Also experience performing or supervising functions such as organizing and administering MEO programs and instructing on MEO issues and problems.

9.3.5. Other. Listed in AFMAN 36-2108; these items are selected by the supervisor.

9.3.6. **Training Sources and Resources.** N/A

9.3.7. **Implementation.** N/A.

9.4. Superintendent Level Training:

9.4.1. **Knowledge.** Knowledge of the following areas in: Wartime and contingency training, planning, and marketing, administration and management of all functions within the Military Equal Opportunity program.

9.4.2. **Education.** Completion of the Senior NCO Academy in residence or correspondence is mandatory. For AFRC individuals, completion of the ECI Course 0008 satisfies the SNCO Academy requirement.

9.4.3. **Training.** N/A.

9.4.4. **Experience.** Qualification in and possession of AFSC 3S171. Also, experience in managing equal opportunity and education in human relations activities.

9.4.5. **Other.** Listed in AFMAN 36-2108.

9.4.6. **Training Sources/Resources.** N/A.

9.4.7. **Implementation.** N/A.

10. Community College of the Air Force. Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associates Degree in Social Services. In addition to its associates degree program, CCAF offers the following:

10.1. **Occupational Instructor Certification.** Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associates degree or higher may be nominated by their school commander/commandant for certification as an occupational instructor.

10.2. **Trade Skill Certification.** When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The CCAF uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman/Supervisor, or Master Craftsman/Manager. All are transcribed on the CCAF transcript.

10.3. **Degree Requirements.** All airmen are automatically entered into the CCAF program. Prior to completing an associates degree, the following requirements must be met:

| Hours | Semester |
|--|----------|
| Technical Education..... | 24 |
| Leadership, Management, and Military Studies..... | 6 |
| Physical Education..... | 4 |
| General Education..... | 15 |
| Oral and Written Communication; Mathematics; Social Science; and, Humanities | |
| Program Elective..... | 15 |
| Technical Education; Leadership, Management, and Military Studies; or General Education | |
| Total.. | 64 |

10.3.1. **Technical Education** (24 Semester Hours): A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses.

10.3.2. **Leadership, Management, and Military Studies** (6 Semester Hours): Professional military education and/or civilian management courses.

10.3.3. **Physical Education** (4 Semester Hours): This requirement is satisfied by completion of Basic Military Training.

10.3.4. **General Education** (15 Semester Hours): Courses must meet the criteria for application of courses within the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subjects/courses as provided in the CCAF General Catalog.

10.3.5. **Program Elective** (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

10.4. **Additional off-duty education.** This is a personal choice that is encouraged for all. Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associates degree. A degree faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

Section D - Resource Constraints

11. Purpose. This section identifies known resource constraints which preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required,

office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

12. Apprentice Level Training:

12.1. Constraints. N/A.

12.1.1. Impact. N/A.

12.1.2. Resources Required. N/A.

12.1.3. Action Required. N/A.

12.1.4. OPR/Target Completion Date. N/A.

13. Journeyman Level Training:

13.1. Constraints. N/A.

13.1.1. Impact. N/A.

13.1.2. Resources Required. N/A.

13.1.3. Action Required. N/A.

13.1.4. OPR/Target Completion Date. N/A.

14. Craftsman Level Training: N/A. Pr

14.1. Constraints. N/A. Availability and funding

14.1.1. Impact. N/A. Limits ability to conduct core tasks

14.1.2. Resources Required. N/A. Funding, training allocations and contractor availability

14.1.3. Action Required. N/A.

14.1.4. OPR/Target Completion Date. N/A.

Part II

Section A - Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by DEOMI for classes beginning the month of January, April, and September.

2. Purpose. As prescribed in AFI 36-2201, this STS:

2.1. Lists in column 1 (Task, Knowledge, and Technical References) the most common tasks, knowledge, and technical references (TR) necessary for an airman to perform duties in the 3- and 7-skill level. Task statements are numbered sequentially, i.e., 1.1, 1.2, 2.1, etc. Column 2 (Core/War-Time Tasks) identifies, by asterisk (*), specialty-wide training requirements.

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completed date.

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course. See CADRE/AFSC/CDC listing maintained by the unit training manager for current CDC listings.

2.4. **Qualitative Requirements.** Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.5. Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, **On-The-Job Training Record**, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

2.5.1. **Documentation.** Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Completed, Trainee Initials, Trainer Initials, Certifier Initials (if applicable).

2.5.1.1. **Converting from Old Document to CFETP.** Use the new CFETP to identify and certify all past and current qualifications. For those tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date and enter certifier's initials. For previous certification on tasks not required in the current duty position, carry forward *only* the previous completion date. If and when these tasks become a duty position requirement, recertify with current date and certifier's initials.

| | | |
|--|--------------------|------|
| This Block Is For Identification Purposes Only | | |
| Name Of Trainee | | |
| Printed Name (Last, First, Middle Initial) | Initials (Written) | SSAN |
| Printed Name Of Certifying Official And Written Initials | | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |
| N/I | N/I | |

QUALITATIVE REQUIREMENTS

| Proficiency Code Key | | |
|---|-------------|--|
| | Scale Value | Definition: The individual |
| Task Performance Levels | 1 | Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited) |
| | 2 | Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient) |
| | 3 | Can do all parts of the task. Needs only a spot check of completed work. (Competent) |
| | 4 | Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient) |
| * Task Knowledge Levels | a | Can name parts, tools, and simple facts about the task. (Nomenclature) |
| | b | Can determine step by step procedures for doing the task. (Procedures) |
| | c | Can identify why and when the task must be done and why each step is needed. (Operating Principles) |
| | d | Can predict, isolate, and resolve problems about the task. (Advanced Theory) |
| ** Subject Knowledge Levels | A | Can identify basic facts and terms about the subject. (Facts) |
| | B | Can identify relationship of basic facts and state general principles about the subject. (Principles) |
| | C | Can analyze facts and principles and draw conclusions about the subject. (Analysis) |
| | D | Can evaluate conditions and make proper decisions about the subject. (Evaluation) |
| <p>Explanations</p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This make is used alone in course columns to show that training required but not given due to limitations in resources.</p> <p>NOTE: All tasks and knowledge items shown with a proficiency code are trained during wartime.</p> | | |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War-time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|-------------------------|--------------------------|-----------------|---------------------|---------------------|-----------------------|--|------------|--------------------|------------|--------------------|------------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| 1. MEO CAREER FIELD STRUCTURE AND PROGRESSION TR: AFI 36-2108 | | | | | | | A | | | | | B |
| 2. SECURITY TR: AFI 31-401 | | | | | | | | | | | | |
| a. Communications security (COMSEC) TR: AFI 10-1101 | | | | | | | | | | | | |
| (1) Prevent security violations | | | | | | | - | | | | | - |
| (2) Observe security precautions involved in communications | | | | | | | - | | | | | - |
| b. Operations Security (OPSEC) TR: AFI 10-1101 | | | | | | | | | | | | |
| (1) OPSEC significance of unclassified data | | | | | | | - | | | | | - |
| (2) Specific OPSEC vulnerabilities of AFSC 3S1X1 | | | | | | | - | | | | | A |
| 3. SUPERVISION | | | | | | | | | | | | |
| a. Orient New Personnel TR: AFI 36-2618 | | | | | | | - | | | | | - |
| b. Plan work assignments | | | | | | | - | | | | | - |
| c. Determine work priorities | | | | | | | - | | | | | - |
| d. Schedule work assignments TR: AFI 26-2201 | | | | | | | - | | | | | - |
| e. Establish TR: AFIs 36-2618 & 36-2201 | | | | | | | | | | | | |
| (1) work methods | | | | | | | - | | | | | - |
| (2) Controls | | | | | | | - | | | | | - |
| (3) Performance standards | | | | | | | - | | | | | - |
| f. Evaluate work performance | | | | | | | - | | | | | - |
| g. Interpret policies or directives | | | | | | | - | | | | | - |
| h. Counsel Personnel | | | | | | | | | | | | |
| (1) Counsel personnel on job-performance or military related problems | | | | | | | - | | | | | - |
| (2) Document trainee counseling sessions TR: AFIs 36-2403 & 36-2201 | | | | | | | - | | | | | - |
| i. Personnel Utilization | | | | | | | | | | | | |
| (1) Volunteer Utilization | | | | | | | A | | | | | B |
| (2) Retrainee Applicant Screening | | | | | | | A | | | | | B |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War-time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|-------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|-----------------|---------|-----------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| (3) Counsel Personnel on career progression TR: AFI 36-2403 | | | | | | | - | | | | | - |
| 4. TRAINING TR: AFI 36-2201 | | | | | | | | | | | | |
| a. Evaluate personnel training needs | | | | | | | - | | | | | - |
| b. Plan and supervise OJT | | | | | | | - | | | | | - |
| (1) Prepare job qualification training | | | | | | | - | | | | | - |
| (2) Motivate trainers and trainees | | | | | | | - | | | | | - |
| (3) Counsel trainees on training progress | | | | | | | - | | | | | - |
| (4) Monitor effectiveness of | | | | | | | | | | | | |
| (a) Career knowledge upgrade training | | | | | | | - | | | | | - |
| (b) Job proficiency upgrade training | | | | | | | - | | | | | - |
| (c) Qualification training | | | | | | | - | | | | | - |
| (5) Maintain training records | | | | | | | - | | | | | - |
| (6) Evaluate effectiveness of training programs | | | | | | | - | | | | | - |
| (7) Recommend personnel for training | | | | | | | - | | | | | - |
| 5. AIR FORCE DOCTRINE, and MEO RESPONSIBILITIES, POLICIES AND PROGRAMS | | | | | | | | | | | | |
| a. Air Force Doctrine | | | | | | | | | | | | |
| b. Duties and Responsibilities TR: AFDP 36-27, AFI 36-2105, AFI 36-2108, AFI 36-2706 | * *** | | | | | | B | | | | | B |
| c. Policies and Programs TR: AFI 36-2706, DoD 1350-2, AFM 1-1 | * *** | | | | | | B | | | | | B |
| d. Responsibilities of varying MEO organizational levels TR: AFI 36-2706 | * *** | | | | | | B | | | | | B |
| e. Military and Civilian Policies and Programs interfacing with MEO Programs TR: AFI 36-205 & 36-1201 | * *** | | | | | | A | | | | | B |
| 6. PERSONAL GROWTH AND DEVELOPMENT tr: Massey, Flashpoint (V) | | | | | | | | | | | | |
| a. Socialization Process | ** *** | | | | | | B | | | | | c |
| b. Group Development, Norms, and Expectations | ** *** | | | | | | B | | | | | c |
| c. Ethics | ** *** | | | | | | B | | | | | c |
| d. Air Force Core Values | | | | | | | A | | | | | B |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|--------------------|---------|--------------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| 7. PERFORM ADMINISTRATIVE FUNCTIONS IN SUPPORT OF MEO PROGRAMS TR: AFI 36-2706 | | | | | | | | | | | | |
| a. MEO budget TR: AFI 65-601 | *** | | | | | | | | | | | |
| (1) Annual process | | | | | | | A | | | | | B |
| (2) Budget Management | | | | | | | A | | | | | B |
| *b. Draft Written Communications TR: AFI 37-126 | * *** | | | | | | | | | | | |
| (1) Talking Paper | | | | | | | 2b | | | - | - | - |
| (2) Staff Summary | | | | | | | 1b | | | | | - |
| (3) Memorandum for Record | | | | | | | - | | | | | - |
| (4) Air Force Memorandum | | | | | | | 2b | | | | | - |
| (5) Inspection Reply | | | | | | | - | | | | | - |
| (6) Message | | | | | | | - | | | | | |
| (7) News article | | | | | | | - | | | | | - |
| *c. Prepare the HAF-DP(SA)7204 Equal Opportunity Human Relations Reports TR: AFI 36-2706 | * *** | | | | | | 2b | | | | | c |
| *d. Safe guarding of EOT information TR: AFI 36-2706, DODR 5400.7 & AFI 33-332 | * *** | | | | | | A | | | | | c |
| (1) FOIA & Functional Request | | | | | | | A | | | | | B |
| (2) Privacy Act | | | | | | | A | | | | | B |
| (3) FOUO | | | | | | | A | | | | | B |
| e. Manage MEO Manpower Documents | | | | | | | A | | | | | B |
| 8. COMMUNICATION SKILLS | | | | | | | | | | | | |
| a. Verbal/nonverbal | * | | | | | | - | | | | | B |
| *b. Interpret verbal and nonverbal communications TR: Nonverbal Communication and human communication elements and contacts | ** *** | | | | | | | | | | | |
| (1) Individual | | | | | | | 2b | | | | | B |
| (2) Group | | | | | | | 2b | | | | | B |
| *c. Conduct MEO briefings TR: AFP 13-2 | | | | | | | 2b | | | | | B |
| 9. Conduct MEO Education Program TR: AFI 36-2706 | | | | | | | | | | | | |
| a. Schedule Training | * | | | | | | - | | | | | - |
| b. Organize Training Materials | * | | | | | | 2b | | | | | - |
| c. Personalize an AF approved lesson plans | * | | | | | | 2b | | | | | - |
| d. Conduct a lecture using as AF-approved lesson plan | * *** | | | | | | 2b | | | | | - |
| *e. Conduct a discussion/Seminar | * | | | | | | - | | | | | - |
| f. Update attendance | * | | | | | | A | | | | | B |
| g. Evaluate training quality | * | | | | | | - | | | | | - |
| h. Revise educational material | * | | | | | | - | | | | | - |
| i. Critique analysis | * | | | | | | - | | | | | - |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|-----------------|---------|-----------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| 10. GEOGRAPHICALLY SEPARATED UNITS (GSU) MEO PROGRAMS TR: AFI 36-2706 | *** | | | | | | A | | | | | B |
| 11. MEO ROLE IN HOST-TENANT AGREEMENTS | | | | | | | A | | | | | B |
| 12. UNIT CLIMATE ASSESSMENT (UCA) TR: AFI 36-2706/AFI 36-2704 | | | | | | | | | | | | |
| a. Prepare for UCA | ** | | | | | | 2b | | | | | c |
| b. Analyze historical trend data | ** *** | | | | | | 2b | | | | | c |
| c. In-brief unit commander | ** *** | | | | | | 2b | | | | | c |
| d. Gather data for assessment | | | | | | | | | | | | |
| (1) Survey | | | | | | | 2b | | | | | c |
| (2) Individual interview | | | | | | | 2b | | | | | c |
| (3) Group interview | | | | | | | 2b | | | | | c |
| e. Analyze data | ** | | | | | | 2b | | | | | c |
| f. Prepare report of assessment | ** *** | | | | | | 2b | | | | | c |
| g. Out-brief commander | ** *** | | | | | | 2b | | | | | c |
| h. Assist Commander in formulating an action plan | ** *** | | | | | | 2b | | | | | c |
| i. Administer commander's critique | * | | | | | | A | | | | | B |
| 13. REFERRAL PROCESS/SUPPORT RESOURCES TR: AFI 36-2706 | | | | | | | | | | | | |
| a. Identify referral/support resources | * | | | | | | B | | | | | B |
| b. Refer individual to referral/support resources | * | | | | | | B | | | | | c |
| c. Develop referral listing | * | | | | | | B | | | | | B |
| 14. CROSS-CULTURAL AWARENESS AND DIVERSITY TR: Terry, For Whites Only; Allport, The nature of Prejudice; Kitano, Race Relations; Sue, Counseling The Culturally Different Theory and Practice; Thomas, Beyond Race and Gender | | | | | | | | | | | | |
| a. Historical | | | | | | | - | | | | | B |
| b. Contemporary Issues | | | | | | | - | | | | | - |
| c. Unlawful Discrimination | * *** | | | | | | - | | | | | |
| (1) Institutional | | | | | | | - | | | | | B |
| (2) Personal | | | | | | | - | | | | | B |
| (3) Sexual Harassment | | | | | | | - | | | | | B |
| d. Relevancy of Culture | * *** | | | | | | B | | | | | B |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|---|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|-----------------|---------|-----------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| 15. INFORMAL COMPLAINTS TR: AFI 36-2706, DL(?) | | | | | | | | | | | | |
| a. Intake Interview | * *** | | | | | | 2b | | | | | c |
| b. Complainant's Options/ Action Plan | * ** | | | | | | 1b | | | | | c |
| c. Documentation | | | | | | | 1b | | | | | c |
| d. Advise on Appeal Process | | | | | | | 1b | | | | | c |
| e. Follow-up | | | | | | | 1b | | | | | c |
| f. Close Case File | | | | | | | 1b | | | | | c |
| 16. MEO FORMAL COMPLAINT PROCESS TR: AFI 36-2706, AFD 36-27, DL(?) | | | | | | | | | | | | |
| a. Intake Interview | * *** | | | | | | 2b | | | | | c |
| b. Categorize complaint | * *** | | | | | | 1b | | | | | c |
| c. Immediate Referral | | | | | | | - | | | | | c |
| d. Document and Establish complaint file | * *** | | | | | | A | | | | | c |
| e. Determine Complaint Resolution | * *** | | | | | | 1a | | | | | c |
| f. Brief Chief of MEO | * *** | | | | | | 2b | | | | | c |
| g. Brief/Coordinate with Commander(s) | * *** | | | | | | 2b | | | | | c |
| h. Consult with Legal | | | | | | | | | | | | |
| (1) Allegations | * *** | | | | | | 2b | | | | | c |
| (2) Rights Advisement | | | | | | | 2b | | | | | c |
| i. Advise Alleged Offender on ART 31/5 th Amendment Rights | * *** | | | | | | 2b | | | | | c |
| j. Conduct Complaint Clarification | * *** | | | | | | | | | | | |
| (1) Inter-office Staffing | | | | | | | 2b | | | | | c |
| (2) Identify Potential Witnesses and Information Sources | | | | | | | 2b | | | | | c |
| (3) Conduct Interviews and Review Sources | | | | | | | 2b | | | | | c |
| (4) Prepare Complaint Clarification Report | | | | | | | 1b | | | | | c |
| | * *** | | | | | | b | | | | | c |
| k. Coordinate Report with Legal Office | * *** | | | | | | 2b | | | | | c |
| l. Brief Complainant and Document | * *** | | | | | | | | | | | |
| (1) Provide Periodic Status Updates | | | | | | | 2b | | | | | c |
| (2) Outcome/alternate Grievance Channels | *** | | | | | | 2b | | | | | c |
| (3) Advise on Appeal Process | *** | | | | | | 2b | | | | | c |
| m. Joint Service/ Defense Agencies Complaints Processing | *** | | | | | | - | | | | | A |
| n. Senior Officers (0-6 Selectees & 0-6) Process | *** | | | | | | - | | | | | b |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|-----------------|---------|-----------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| o. Document Actions Taken by Commander in Case File | * *** | | | | | | 2b | | | | | c |
| p. Close Case File | * *** | | | | | | 2b | | | | | c |
| q. Follow-up for Possible Reprisal Actions | * *** | | | | | | A | | | | | c |
| r. Process IAW Time Limitations | * | | | | | | - | | | | | c |
| 16. IG Investigation of MEO Discrimination Issues TR: AFI 36-2706, AFI 90-301 | | | | | | | | | | | | |
| a. Criteria: | * *** | | | | | | | | | | | |
| (1) Inconclusive Cases | *** | | | | | | B | | | B | - | |
| (2) Senior Official (0-7 or above) | *** | | | | | | B | | | B | - | |
| b. Subject Matter Expert to Investigation Officers | * | | | | | | | | | | | |
| (1) Assist IO in Conducting investigation | * *** | | | | | | b | | | b | - | |
| (2) Verify/ Address MEO Allegations | *** | | | | | | b | | | b | - | |
| (3) Review Report of Investigation | * *** | | | | | | b | | | - | - | |
| (4) Documentation | | | | | | | | | | | | |
| 18. AF Form 1271, MEO RECORD OF ASSISTANCE TR: AFI 36-2706 | | | | | | | | | | | | |
| a. Purpose and Use | | | | | | | 2b | | | | | c |
| (1) Information | | | | | | | 2b | | | | | c |
| (2) Non-Complaint Assistance | | | | | | | 2b | | | | | c |
| (3) Record Out and Abouts | | | | | | | 2b | | | | | c |
| b. Follow-up Procedures and Documentation | * | | | | | | 2b | | | | | c |
| 19. MEDIATION TR: AFI 36-2706, AF approved MEO Mediation Course | | | | | | | | | | | | |
| a. Purpose of Mediation | * *** | | | | | | - | | | | | c |
| b. Role of Mediator | | | | | | | - | | | | | c |
| c. Intake Interview | | | | | | | - | | | | | c |
| d. Screening Process | | | | | | | - | | | | | c |
| e. Commander's Involvement | | | | | | | - | | | | | c |
| f. Limited Confidentiality | | | | | | | - | | | | | c |
| g. Establish Case File | | | | | | | - | | | | | c |
| h. Settlement Agreement | | | | | | | - | | | | | c |
| i. Legal Review | | | | | | | - | | | | | c |
| j. Follow-up | * *** | | | | | | - | | | | | c |
| 20. AFFIRMATIVE ACTIONS TR: AFI 36-2706 | | | | | | | | | | | | |
| a. Historical Perspective | ** | | | | | | A | | | | | B |
| b. Objectives | ** | | | | | | - | | | | | B |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|--------------------|---------|--------------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| 21. EQUAL OPPORTUNITY AND TREATMENT INCIDENT TR AFI 36-2706, AFD 36-27, AFI 10-705, and AFI 10-1101 | | | | | | | | | | | | |
| a. Incident Notification/ Information Sources | | | | | | | A | | | | | B |
| (1) Coordinate with Appropriate Staff Agencies | | | | | | | A | | | | | B |
| (2) Brief Chief of MEO/CC | | | | | | | A | | | | | B |
| (3) Classify Incident | | | | | | | A | | | | | B |
| (4) Prepare Appropriate Message (initial) | | | | | | | - | | | | | c |
| b. Conduct Incident Clarification | | | | | | | | | | | | |
| (1) Inter/Intra-office Staffing | | | | | | | - | | | | | B |
| (2) Identify Potential Witnesses and Information Sources | | | | | | | - | | | | | c |
| (3) Conduct Interviews and Review Sources | | | | | | | - | | | | | c |
| (4) Prepare incident clarification Report | | | | | | | - | | | | | c |
| (5) Coordinate Report with Legal Office | * *** | | | | | | - | | | | | c |
| (6) Brief CC | * *** | | | | | | A | | | | | c |
| c. Conduct Follow-up AFI 36-2201 | * *** | | | | | | - | | | | | c |
| d. Coordinate with Public Affairs TR: AFI 36-2618, AFI 36-2201 | * *** | | | | | | - | | | | | c |
| e. Report Findings | * *** | | | | | | - | | | | | B |
| 22. DISSIDENT & PROTEST ACTIVITY TR: AFI 36-2706, AFD 51-9, AFI 51-903, DODD 1325.6 | * *** | | | | | | | | | | | |
| a. Assessing | | | | | | | A | | | | | c |
| b. Reporting | | | | | | | A | | | | | c |
| 23. WING CLIMATE ASSESSMENT COMMITTEE MEETING TR: 36-2706 | | | | | | | | | | | | |
| a. Roles and Responsibilities | * | | | | | | A | | | | | c |
| b. WCAC Working Group | * | | | | | | - | | | | | c |
| c. Agenda | * | | | | | | - | | | | | c |
| d. Meeting Minutes | * | | | | | | - | | | | | c |
| 24. WING CLIMATE ASSESSMENT TR: AFI 36-2706 | * ** | | | | | | | | | | | |
| a. Develop Data Collection Strategies | ** | | | | | | b | | | | | c |
| b. Coordinate Activities with Senior Installation Commander | ** | | | | | | b | | | | | c |
| c. Gather HR Data for Assessment | ** | | | | | | b | | | | | c |
| d. Analyze Data | ** | | | | | | b | | | | | c |
| e. Prepare Report of Findings TR: AFI 36-2403, AFI 36-2201 | ** | | | | | | b | | | | | c |

| 1. Tasks, Knowledge And Technical References | 2. Core/ War - time Tasks | 3. Certification For OJT | | | | | 4. Proficiency Codes Used To Indicate Training/Information Provided (See Note) | | | | | |
|--|---------------------------|--------------------------|--------------|------------------|------------------|--------------------|--|---------|-----------------|---------|-----------------|---------|
| | | A | B | C | D | E | A 3 Skill Level | | B 5 Skill Level | | C 7 Skill Level | |
| | | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | (1) Course | (2) CDC | (1) Course | (2) CDC | (1) Course | (2) CDC |
| f. Brief Findings of Climate Assessment TR: AFI 36-2403 | ** | | | | | | b | | | - | - | |
| g. Assist Commander in Formulating an Action Plan TR: AFI 36-2201 | ** | | | | | | b | | | - | - | |
| 25. ADVISE ON SPECIAL OBSERVANCES TR: AFI 36-2706 & | ** | | | | | | | | | | | |
| a. Commander | | | | | | | B | | | | | c |
| b. Committees | | | | | | | B | | | | | c |
| c. Resources | | | | | | | B | | | | | c |
| 26. COORDINATE WITH SPECIAL EMPHASIS PROGRAMS TR: AFI 36-2706, AFD 36-27 | ** | | | | | | - | | | | | A |
| 25. COORDINATE WITH SPECIAL INTEREST ORGANIZATIONS TR: | | | | | | | B | | | | | B |
| 26. SEXUAL HARASSMENT REPORTING REQUIREMENTS (FY98 NDAA) TR: Section 591 | | | | | | | | | | | | |
| A. Criteria | | | | | | | - | | | | | - |
| (1) Active Duty Military | | | | | | | - | | | | | - |
| (2) Formal | | | | | | | - | | | | | - |
| B. Reporting Procedures | | | | | | | - | | | | | - |
| (1) Brief Wing/CC and GCMCA | | | | | | | - | | | | | - |
| (2) Initial Reporting within 72 Hours | | | | | | | - | | | | | - |
| (3) Interim Reporting | | | | | | | - | | | | | - |
| (4) Final Reporting | | | | | | | - | | | | | - |
| (5) Timelines/Extensions | | | | | | | - | | | | | - |
| C. Complaints Against Senior Officials | | | | | | | - | | | | | - |

2.5.1.2. Documenting Career Knowledge. When a CDC is not available: the supervisor identifies STS training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in AFI 26-2108. For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task Certifier, and receives certification on the STS. **NOTE:** Career Knowledge must be documented prior to submitting a CDC waiver.

2.5.1.3. Decertification and Recertification. When an airman is found to be unqualified on a task previously certified for his or her position, the supervisor lines through the previous certification or deletes previous certification when using the automated system. Appropriate remarks are entered on the AF Form 623A, **On-The-Job Training Record Continuation Sheet**, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.5.2. Training Standard. Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures.

2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Measurement Squadron by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, *US Air Force Reenlistment, Retention, and NCO Status Programs* (formerly AFR 35-16, volume 1). WAPS is not applicable to the Air National Guard.

3. Recommendations. Report unsatisfactory performance of individual course graduates to Defense Equal Opportunity and Management Institute, Bldg. 561, Patrick AFB FL 32925-6685, ATTN: Service Liaison Officer. Reference specific STS paragraphs.

BY ORDER OF THE SECRETARY OF THE AIR FORCE
OFFICIAL

Section B - Course Objective List

4. Measurement. Each objective is indicated as follows: **W** indicates task or subject knowledge which is measured using a written test, **PC** indicates required task performance which is measured with a performance progress check, and **PC/W** indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

5. Standard. The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

6. Proficiency Level. Most task performance is taught to the “2b” proficiency level which means the students can do most parts of the task, but do need assistance on the hardest parts of the task (partially proficient). The student can also determine step by step procedures for doing the task.

7. Course Objective. These objectives are listed in the sequence taught by Block of Instruction.

7.1. Initial Skills Course: Defense Equal Opportunity and Management Course (Resident)

7.1.1. Annex B – Interpersonal Skills

| POI FILE | FILE TITLE | SCOPE |
|-----------------|-------------------------------|--|
| 5000 | Equal Opportunity Policy | To orient students with an understanding of personality preferences in order to improve communication, teamwork, and leadership. STS 6a & c |
| 5050 | Roles of the EO Advisor (EOA) | To discuss the major roles of the equal opportunity staff advisor and factors that contribute to a successful equal opportunity program. STS 5a |
| 1050 | Socialization Process | To provide a description of the socialization process and its impact on human behavior. STS 6a |
| 1100 | Equal Opportunity Ethics | To provide students an opportunity to look at situations that make ethical decision making difficult and ways to reason about ethical issues. STS 6c |
| 1150 | Group Development Theory | To describe the formation, developmental stages, and task and maintenance functions of a group. STS 6a & b |
| 2000 | Communications Process | To describe the communications process; identify key elements of the communications process; and identify factors affecting the effectiveness of interpersonal communications. |

STS 8a & b

| | | |
|------|---------------------------|---|
| 1200 | Perceptions | To describe the perception process and its importance to the equal opportunity program. STS 8a & b, 12d (2)(3), 6b & c |
| 2050 | Effective Listening | To identify strategies for enhancing listening skills. Emphasis is placed on removing blocks to effective listening. STS 8a & b, 12d (2)(3), 6b & c |
| 2100 | Effective Feedback Skills | To describe the process of giving and receiving feedback. Emphasis is placed on strategies for improving feedback skills. STS 8a & b, 12d (2)(3), 6b & c |

7.1.2 Annex C - Communication Skills

| | | |
|------|------------------------------|---|
| 2150 | Guided Discussion Techniques | To develop small group leadership and maintenance skills. STS 6a, b, 12d(3) |
| 2250 | Presentation Skills | Students learn and practice briefing styles using a variety of methods. STS 8c & 9d |
| 1000 | Basic Facilitation Skills | To learn and practice facilitation in small groups. STS 8a, b, c |

Annex D- Cultural Awareness

PURPOSE: To provide basic information on various cultural relationships that exist within the American society and the United States military.

| | | |
|------|--|--|
| 4000 | Personal and Organizational Dissonance | To develop awareness and skills in working with personal prejudices, racism and sexism. Instruction is conducted through the use of a psychodrama presented in a guest lecture presentation STS 14a, b, c, d, 8a, b |
| 4050 | Concepts of Culture | To explore and identify the concepts of race and culture. Students experience cultural differences through Bafa Bafa exercise. STS 14a, b, c, d, 8a, b |
| 4100 | Black American Experience | To identify and describe the historical background, culture, and contemporary issues associated with |

| | | |
|------|--|--|
| | | the Black-American culture in the United States. STS 14a, b, c, d, 8a, b |
| 4150 | Hispanic American Experience | To identify and describe the historical background, culture, and contemporary issues associated with the Hispanic American culture in the United States. STS 14a, b, c, d, 8a, b |
| 4200 | Native American Experience | To identify and describe the historical background, culture, and contemporary issues associated with the Native American culture in the United States. STS 14a, b, c, d, 8a, b |
| 4250 | Asian American Experience | To identify and describe the historical background, culture, and contemporary issues associated with the Asian-American culture in the United States. STS 14a, b, c, d, 8a, b |
| 4300 | Jewish American Experience | To identify and describe the historical background, culture, and contemporary issues associated with the Jewish American culture in the United States. STS 14a, b, c, d, 8a, b |
| 4350 | White American Experience | To identify and describe the historical background, culture, and contemporary issues associated with the White American culture in the United States. STS 14a, b, c, d, 8a, b |
| 5100 | Women in the Military | To explore and identify the historical background, cultural and contemporary issues associated with women in military. STS 14a, b, c, d, 8a, b |
| 4400 | Arab American/Middle Eastern Culture | To identify and describe the historical background, culture, and contemporary issues associated with Arab American/Middle Eastern culture in the United States. STS 14a, b, c, d, 8a, b |
| 3000 | Power and Discrimination (Ray's Place) | To describe and examine the relationships between discrimination and power. Student exercises include Star Power and Powerline. STS 14a, b, c, d, 5a, b, c & d |
| 3050 | Institutional | To examine the historical background, types, and |

| | | |
|------|--|---|
| | Discrimination | contemporary issues related to institutional discrimination STS 5a, b, c, d, 6a, b, c, 14a, b, c, d |
| 3100 | Power and Privilege | Students will discuss the dynamics of power and privilege and how the EOA can be an ally for positive change. STS 5a, b, c,d, 6a, b, c &14a, b, c, d |
| 3150 | Racism | To explore the impact of prejudice and discrimination on human and economic resources within the military. STS 5a,b,c,d,6a,b,c,14a,b,c,d |
| 3200 | Racism in the Military | To identify the historical background, recurring themes, and impact of racism in the military STS 5a, b, c, d, 6a, b, c, 14a, b, c, d |
| 3250 | Sexism | To describe the concept s of sexism, identify factors contributing to sexism, discuss the impact of sexism in the military and strategies for combating sexism STS 5a, b, c, d, 6a, b, c, 14a, b, c, d |
| 5150 | Sexual Harassment | To define sexual harassment within the military setting and identify its impact on human resources. STS 5a, b, c, d, 6a, b, c, 14a, b, c, d |
| 3300 | Religious Discrimination Prevention | To identify and discuss Service directives governing religious accommodation and processing religious discrimination complaints. STS 6a, b, c, 14a, b, c, d |
| 3350 | Anti-Semitism | To identify and describe the historical background and cultural and contemporary issues related to Anti- Semitism. STS 6a, b, c, 14a, b, c, d |
| 2200 | Diversity Management through cross-cultural communications | To allow students to examine the relationship between interpersonal intercultural interracial, and intergender communication. STS 6a, b, c, 14a, b, c, d |
| 5250 | Affirmative Actions | To define and describe the concept of affirmative actions and their importance to the military. |

STS 6a, b, c, 14a, b, c, d

| | | |
|------|--------------------|---|
| 5300 | Ethnic Observances | To identify the purpose of an ethnic observance and describe the actions required to plan, coordinate, execute, and follow-up when conducting an ethnic observance. STS 23, 24 |
|------|--------------------|---|

Annex E - Unit & Organizational Factors

Purpose: To provide basic knowledge and skills required to perform duties as the equal opportunity staff advisor to commanders.

| | | |
|------|---------------------------|--|
| 1400 | Motivation Theory | To identify factors that impact individual motivation according to Maslow's theory STS 6a, b, c |
| 1250 | Conflict Management | To describe conflict and identify strategies for coping with conflict in the military environment STS 6a ,b, c, |
| 6000 | Organizational Change | To introduce the concept of organizations as systems; to discuss the nature of resistance to change and ways to manage change in organizations STS 6a, b |
| 6050 | EO-EEO Interface | To describe the similarities and differences between EO and EEO. Emphasis is placed on potential interactions between the EO and EEO staffs on an installation STS 5a, c, 12c, g, 15a, b, c, d, e, 22a, b, c, d, e, f, g, 23 |
| 2300 | Gaining Commander Support | To Identify and discuss the EOSA's role in advising the commander and techniques for marketing equal opportunity in the command STS 5a, b |
| 6100 | Interviewing Techniques | To identify the skills and knowledge required to conduct successful group and individual interviews. Emphasis placed on the observation and actual performance of these skills in the interviewing process STS 5b, c, 8a, b, 12d(2), 16a, h, i, 17b(2), 21a(6), |

| | | |
|------|-----------------------------------|--|
| 6150 | Managing Statistical Data | <p>To identify and describe the management of statistical data gathered for equal opportunity purposes. Emphasis is placed on collecting, organizing, and computing data to provide useful information</p> <p>STS 5a, b, 12b, d, e, 15a, b, 20a, b, 22a, c, d, 7c ,9</p> |
| 6200 | Organizational Assessments | <p>To explore the systems view of an organization. Emphasis is placed on internal and external subsystems of an organization and criteria for assessing group/organizational health. To identify techniques available for preparing equal opportunity organizational data for briefing a commander.</p> <p>STS 15a, b, c, d, e, 10a, b, 22a, b, c, d, e, f, g, 14a-d, 12a, b</p> |
| 6250 | Observation Techniques | <p>To describe the purpose and role of observation techniques in gathering equal opportunity information for assessment purpose.</p> <p>STS 15a, b, c, d, e, 10a, b, 22a, b, c, d, e, f, g, 14a-d, 12a, b</p> |
| 6350 | Intervention and Actions Planning | <p>To provide students with the opportunity to develop a planning document.</p> <p>STS 12a, b, d, e, f, h, 15e, 20a, b, 22a, b, c, d, e, f, g</p> |
| 6400 | Survey Considerations | <p>To meet the need for students to be able to confidently and completely advise their commanders as to whether the Military Equal Opportunity Climate Survey (MEOCS) is the tool for them.</p> <p>STS 12a, b, c, d, e, f, g, h, i, 15a, b, c, d, e, 22a, b, c, d, e, f, g</p> |
| 6450 | Assessment Feedback Skills | <p>To describe the process for assessing the equal opportunity climate of an organization. Emphasis is placed on assessing an organization by collection and examination of data from all sources. Sandy Beach exercise is used. Students discuss and practice methods of delivering the</p> |

assessment out briefing to the commander.
STS 12a, b, c, d, e, f, g, h, i, 15a, b, c, d, e, 22a, b,
c, d, e,f,g

Annex F - Service Specific - Air Force

LESSON PLAN OBJECTIVES

ADMINISTRATIVE FUNCTIONS IN SUPPORT OF MEO PROGRAMS

TLO: Given scenario, students will prepare required management reports (STS 7)

ELO 1: Using background data and AF Form 3018, the student will prepare the Equal Opportunity/Human Relations Education Summary Report (RCS: HAF-DPP(SA) 7204) IAW AFI 36-2706, no more than four errors. (STS 7c)

ELO 2: The student will prepare closed EOT Complaints to be reviewed by the Wing Commander on a monthly basis IAW AFI 36-2706. (STS 16r)

ELO 3: Given a completed management report, students will prepare a Staff Summary Sheet IAW AFI 37-126. (STS 7b(2))

DISCRIMINATION COMPLAINTS

TLO: Given a scenario involving an individual's complaint of discrimination, the student will conduct a discrimination complaint clarification IAW AFI 36-2706 (STS 16j, k, and l)

ELO 1: Without the use of reference materials, the student will identify the Air Force policies and programs on equal opportunity and treatment IAW AFI 36-2706. (STS 5b, c)

ELO 2: Without the use of reference materials, the student will identify Air Force equal opportunity concepts and terms defined in AFD 36-27, AFI 36-2706 and DODD 1350.2. (STS 5b, c)

ELO 3: Given an allegation, student will differentiate between an EO and non-EO complaint IAW AFI 36-2706. (STS 18a & b)

ELO 4: Given a scenario, student will identify which situation goes on AF Form 1271 or AF Form 1587 IAW AFI 36-2706. (STS 16b, 18a)

ELO 5: Given a scenario, the student will identify procedures for completing an AF Form 1271, Complaint/Assistance Record IAW AFI 36-2706. (STS 18a)

ELO 6: Without the use of reference material, the student will identify AF civilian policies and programs interfacing with MEO program IAW AFD 36-2, AFD 36-12, AFI 36-701 and AFI 36-704. (STS 5e)

ELO 7: Without the use of reference materials, the student will identify the process for resolving EO complaints as described in AFI 36-2706. (STS 16)

ELO 8: Given a scenario, the student will complete an AF Form 1587 to document an alleged discrimination complaint. The AF Form 1587 must contain no more than two errors in format and the content must be approved by the instructor/trainer. (STS 16)

ELO 9: Given a scenario, student will differentiate between "E" & "R" complaints IAW AFI 36-2706.(STS 16b & e)

ELO 10: Given the allegations of discrimination, student will identify the appropriate referral agency IAW AFI 36-2706. (STS 13a & b)

ELO 11: Given a scenario, the student will perform an EO complaint clarification IAW AFI 36-2706. The resulting AF Form 1587 and complaint clarification report must be approved by the instructor/trainer. (STS 16)

ELO 12: Students will identify factors, which constitute a complex case or MEO conflict of interest. (STS 17)

ELO 13: Given a scenario involving allegations of discrimination against a Senior official, the student will identify when and how to transfer a case to the IG IAW AFI 90-301 (STS 17)

ELO 14: As the Subject Matter Expert to the Inquiry Officer, the student will identify their responsibilities IAW AFI 36-2706 (STS 17)

ELO 15: Without use of reference material, the student will identify the AF policy on reprisals IAW AFI 36-2706, AFI 90-301 (STS 16q)

ELO 16: Given scenarios, the student will identify examples of reprisals IAW AFI 90-301. (STS 16q)

ELO 17: Without use of reference material, the student will identify appropriate agencies to address reprisals IAW AFI 36-2706. (STS 16q)

ELO 18: Without reference materials, the student will identify the procedures for handling FOIA Requests IAW AFI 36-2706 and AFI 37-13 1. (STS 7d(1))

ELO 19: Without reference of materials, the student will identify the requirements for Privacy Act Information IAW AFI 36-2706 and AFI 37-132. (STS 7d(2))

ELO 20: Without reference materials, the student will identify the requirements for functional request IAW AFI 36-2706 and AFI 37-126. (STS 7d(1))

ELO 21: Without reference materials, the student will identify the requirements for releasing FOUO documents IAW AFI 36-2706 and AFI 36-126. (STS 7d(3))

WING CLIMATE ASSESSMENT COMMITTEE

TLO: The student will identify the process for conducting a Wing Climate Assessment Committee Meeting. (STS 23)

ELO 1: The student will identify the roles and responsibilities of the agency representatives comprising the Wing Climate Assessment Committee working group (WCAC) IAW AFI 36-2706. (STS 23)

ELO 2: Given a scenario, the student will develop an agenda, briefing topics, initiatives and meeting minutes. (STS 23)

RESPONSIBILITIES, POLICIES, PROGRAM AND DOCTRINE

TLO 1: Without the use of reference materials, the student will describe MEO policies, responsibilities, and program management activities IAW AFD 36-27, AFI 36-2105, AFI 36-2108, and AFI 36-2706. (STS 5b)

ELO 1: Without the use of reference materials, the student will identify the functional responsibilities and structure of the 36P1 and 3S1X1 career field IAW AFI 36-2706, AFMAN 36-2105 and AFMAN 36-2108. (STS 5b)

ELO 2: Without the use of reference materials, the student will identify MEO doctrine, policies, and programs IAW AFI 36-2706, DOD 1350.2, AFD 36-27. (STS 5b)

ELO 3: Using AFI 36-1201, the student will identify the channel for resolving civilian discrimination complaints based on race, color, national origin, or handicap in Department of the Air Force programs IAW AFI 36-12 and AFI 36-1201. (STS 5e)

ELO 4: Without the use of reference materials, the student will identify the elements of the operations security program (OPSEC) that apply to the 3S1X1 and 36PX career field IAW AFI 10-1101. (STS 2b(2))

CONDUCT MEO EDUCATION PROGRAM

TLO: Using an approved Air Force Lesson Plan, the student will conduct the required training to 70% accuracy on the Human Relations Education presentations scoring sheet.

ELO 1: Using an approved Air Force Lesson, and a training requirement, the student will identify scheduling and administrative requirements (STS 9a & b)

ELO 2: Without reference material, the student will identify the various types of self-paced methods IAW AFMAN 36-2236. (STS 9e)

ELO 3: Without reference materials, the student will identify the various types of instructional increments used when conducting training (STS 9d & e)

ELO 4: Without the use of reference materials, the student will determine resource requirements and cost (STS 7a, 9h)

ELO 5: Without the use of reference material, the student will identify the steps of lesson evaluation, IAW AFMAN 36-2236. (STS 9g, h, I)

UNIT CLIMATE ASSESSMENT

TLO: Using a scenario, the student will conduct a-unit Climate Assessment and identify all elements of the Unit Climate assessment Process, IAW AFI 36-2706, and AFPAM 36-2704, Unit Climate Assessment Guide. (STS 12)

ELO 1: Without the use of reference materials, the student will identify the purpose of the Air Force UCA IAW AFI 36-2706 and AFPAM 36-2704. (STS 22a,c, d)

ELO 2: Using a scenario, the student will develop an action plan for conducting a UCA, At a minimum, the plan must identify length of time for the visit, facilities and resources, number of people to survey and interview, and the impact on unit operations, IAW AFI 36-2706 and AFPAM 36-2704. (STS 12)

ELO 3: Using a scenario, the student will identify sources of background information sources required for a UCA. (STS 12b, d)

ELO 4: Using a scenario, the student will conduct a UCA in-brief with a surrogate commander. The in-brief must identify the purpose, how the UCA will be conducted, the primary point of contact person in the unit and input/guidance from the commander IAW AFI 36-2706 and AFPAM 36-2704.

ELO 5: Without the use of reference materials, the student will identify the process for administering individual and group surveys in the Air Force. (STS 12d (1)(2)(3))

ELO 6: Using responses from a survey, the student will enter the responses into the computerized UCA Analysis Program with no more than three errors. (STS 12d, e)

ELO 7: Without the use of reference materials, the student will identify statistical trends available from the Survey Analysis Rating inventory. (STS 12e)

ELO 8: Using survey data, the student will write at least two interview questions about each statistical trend identified by the data. Each question must be open-ended and be approved by the instructor/trainer. (STS 12d(2))

ELO 9: Using a scenario, the student will identify the role of the individual interview in the Air Force UCA program. (STS d(2))

ELO 10: Without the use of reference material, the student will identify the procedures for selecting scheduling personnel to be interviewed IAW AFPAM 36-2704. (STS 12a/d)

ELO 11: Using the results of personal interviews, the student will describe EO trends indicated by the data. (STS 12e)

ELO 12: Using UCA findings from unit records/reports, observations, surveys, and interviews, the student will organize the findings into the nine topic areas. Each finding must be identified with its corresponding topic area IAW AFPAM 36-2704.

ELO 13: Using unit records/reports, observations, interview and survey results and UCA analysis, the student will write a final unit UCA report with few deviations from the content of the report as outlined in AFPAM 36-2704. (STS 12f)

ELO 14: Using a final unit UCA report and supporting documentation, the student will brief the commander on the unit's human relations climate. The briefing must be at least 10 minutes but no more than 15 minutes in length and be consistent with the out brief guidance listed in AFPAM 36-2704 (STS 12g, h, i)

WING CLIMATE ASSESSMENT

Using AFI 36-2706 and data on a base, the student will conduct a semi-annual Wing Climate Assessment (WCA), and terminate with a written and verbal assessment of the base's Human Relations Climate IAW AFI 36-2706. (STS 24)

ELO 1: Without the use of reference materials, the student will identify background information sources IAW AFI 36-2706. (STS 24a, c, d)

ELO 2: Using a scenario describing base human relations factors, the student will identify each factor IAW AFI 36-2706. (STS 24d)

ELO 3: Using analyzed human relations factors, the student will complete the human relations climate assessment report IAW AFI 36-2706. (STS 24f)

ELO 4: Using a completed Climate Assessment Report, the student will identify the appropriate staff commander and agencies that must review the WCA prior to formally presenting the WCA to the commander IAW AFI 36-2706.

ELO 5: Using a coordinated climate assessment, the student will write the final WCA Report. The report must be in a format IAW AFI 36-2706. (STS 24e)

ELO 6: Using a completed final WCA Report factors, the student will brief the commander on the findings. The briefing must not exceed 15 minutes in length. (STS 24f, g)

FIRST DUTY STATION

TLO: Given Military Equal Opportunity Base-Level Education Lesson Plan and the First Duty Station Orientation Human Relations Education Instructor Guide, the student will personalize the First Duty Station Human Relations Education Lesson Plan. Personalized lesson plan must be IAW the Lesson Plan Grade Sheet. (STS 9c)

ELO 1: Without the use of reference materials, the student will identify the elements and supporting content of the First Duty Station Human Relations Education Lesson Plan IAW MEO Base-Level Education Lesson Plan. (STS 9a)

EOT INCIDENTS

TLO: Given an EOT incident scenario, the student will conduct an incident clarification IAW AFI 36-2706. (STS 21)

ELO 1: Using a scenario, the student will identify a minimum of four background information sources on an alleged EOT incident. (STS 21a)

ELO 2: Using a scenario, the student will identify whether the incident is (1) motivated by or (2) has overtones based on age, color, national origin, race, religion, or sex IAW AFI 36-2706. (STS 21a(3), (6))

ELO 3: Using a scenario, the student will identify the category of the incident that is prescribed by the severity of the incident IAW AFI 36-2706. (STS 21a(7))

ELO 4: Using a scenario, the student will conduct a human relations incident clarification. The resulting Incident Clarification report must be in a format described in AFI 36-2706 and be approved by the instructor/trainer. (STS 21a(6) (7) & b)

ELO 5: Using a scenario, the student will draft a message reporting the incident to higher headquarters IAW AFI 37-2706. The message must be directed to the correct level of command. (STS 21c, b, e, f)

ELO 6: Using a scenario, the student will recommend corrective actions as a result of the incident IAW AFI 36-2706. The student must recommend at least three corrective actions for the incident. (STS 21 c & d)

Section C - Training Course Objectives

9. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

10. Air Force In-Residence Courses.

| <u>COURSE NUMBER</u> | <u>TITLE</u> | <u>LOCATION</u> | <u>USER</u> |
|-----------------------------|----------------------------------|-------------------------|--------------------|
| L5AL03S131-000 | Equal Opportunity Advisor Course | Patrick AFB, (DEOMI) | DoD |

11. Extension Course Institute (ECI) Courses

| <u>COURSE NUMBER</u> | <u>TITLE</u> | <u>LOCATION</u> | <u>USER</u> |
|-----------------------------|--|------------------------|--------------------|
| CDC 3S171 | Military Equal Opportunity Technician | Randolph AFB | USAF |

